



IT NEVER PAYS.

It never pays to fret and growl
When fortune seems our foe;
The better bred will push ahead
And strike the braver blow.
For lack is work,
And those who shrink
Should not lament their doom,
But yield the pay
And clear the way,
That better men have room.

It never pays to foster pride
And squander pride in show;
For friends that won are sure to run
In times of want or woe.
The noblest worth
Of all the earth
Are gems of heart and brain,
A conscience clear,
A household dear,
And hands without a stain.

It never pays to hate a foe,
Or enter to a friend;
To fawn and whine, much less repine,
To borrow or to lend.
The faults of men
Are fewer when
Each rows his own canoe;
For fends and debts
And pampered pets,
Unbounded mischief brew.

It never pays to wreck the health
In drugging after gain,
And he is sold who thinks that gold
Is cheaply bought with pain.
A humble lot,
A cozy cot,
Have tempted even kings,
For stations high
That wealth will buy
Not oft contentment brings.

Phrenological Journal.

Educational Notes.

OVER 5,000 children are receiving instruction in the evening schools of Brooklyn, N. Y.

THERE have been 101 pupils at the State Normal School at Framingham, Mass., the past year, representing six different States.

Gov. Dix has sent a marble bust of himself to Phillips Academy, at Exeter, N. H., of which institution he is a graduate.

MAINE, after a long struggle, has found a superintendent for her Reform School; Eben Wentworth, master of a Portland Grammar School, having accepted that position.

A LARGE number of students in the Catholic University of Ireland have sent to Cardinal Cullen a written protest against the neglect of science in that institution.

THERE is to be established in Nashville a monthly educational journal under the auspices of the Tennessee Teachers' Association and the official authority of the State Superintendent of Public Instruction.

THE New-York State Normal School at Albany is prospering. The normal department opened with something over 300 students, and the model and primary department with about 100.

THE authorities of Montreal have offered a reward of \$300 for the capture of Charles L. Alton, a German school teacher, of the township of Warren, Mich., who is guilty of outrages on certain of his scholars.

PROF. JOHN M. LAWTON, one of the oldest colored lawyers in the country, has entered upon his duties as provisional President of Howard University, at Washington, the trustees holding Gen. Howard's nomination under consideration.

At Mercersburg College, Penn., are two literary societies, the Washington Irving and the Marshall. The latter, on the evening of

the 19th of December, celebrated its eighth anniversary by appropriate exercises, in which eight of the members took part.

THE Committee on Rules and Regulations of the San Francisco Board of Education have reported adversely on the petition of H. C. Brown, requesting the privilege of bestowing a silver medal upon the most proficient pupil studying phonography in the Boys' High School, on the ground that the proper medal was to be given for one year only, instead of a term of years.

A NEW college society, entitled "Die Hollis Tassirunde," has been formed at Harvard, the membership of which has been limited to the Senior class. The large central room in the Agassiz museum, intended for the reception of mounted specimens, is nearly completed. Two other rooms for the same purpose are to be added.

THE first premiums of Brown University, in both Latin and Greek, were awarded to students prepared by Prof. Merrick Lyon, Classical Principal of the University Grammar School. Miss Lucy H. Garlin of Providence, a graduate of the New England Conservatory of Music, has received an appointment as teacher and superintendent of music for the public schools of West Roxbury, Massachusetts, including those of Jamaica Plains.

CALF FARNUM of Providence, R. I., taught an evening school, which was a private enterprise, in Allenville, North Providence, in the winter of 1832-3. The late Philip Allen was the sole owner of the village and the building which was used for a school-house. Mr. Farnum was at the same time teacher in a day school, receiving from the town \$24 per month, board not included.

A TRAGEDY occurred in a school-house in Dover, N. H., on the day before Christmas. George H. Smith, janitor of the school-house in Ward No. 2, was shot in the neck by an unknown man, at 5 o'clock in the morning, in the School Street School-house, where he found the stranger when he went to build a fire. The wound is dangerous, and Smith's condition is regarded as critical. The city offers \$500 reward for the capture and conviction of the would-be assassin.

A GOOD movement has been begun in Illinois. Mr. William H. Mixer, the Superintendent of the Chicago & Iowa Telegraph Line, in company with Mr. Robinson Bulmer, a gentlemen well known as an operator, has opened a telegraphic institute in Aurora, Illinois, under the approval of the officers of the Chicago, Burlington & Quincy Railroad, which has proven to be a marvel of success. The great need of good railroad operators compelled the enterprise, as the ordinary schools failed to turn out men available for railroad work.

CONCERNING the recent school elections in England, Rev. M. D. Conway writes to the Cincinnati Commercial from London, under date of Dec. 2, as follows: "The Church party, having put forth its full strength in the School Board elections in London, has gained the victory so far as to have a preponderating hold on the Board. For three years, therefore, we are delivered over to the Caucus and Deans. The result is extremely unsatisfactory to the average non-conformist, but is much less so to the out-and-out secularist and radical."

THE Normal School in Chicago graduated a class of twenty-four last week. The Principal, Mr. D. S. Wentworth, awarded the diplomas to the class, all getting a

"sheepskin" except one, and she did not because she took only a portion of the course. Miss Woodbridge and Mr. Stewart received the Proudfoot medals for the prize oration and essay, and the scholarship prize was given Miss Wright for the highest standing during the two years. The class song, composed by Miss Kate S. Kellogg, was then sung, and the class of 1873 were no longer pupils of the Normal School.

SEVENTY-FIVE students have entered the Massachusetts Normal Art School. More than half of this number are ladies. The Directors of the School, Mr. Walter Smith, says, concerning them, that "if it be found that in this race the pace is too severe for women, and they have to fall out of the rank to save themselves, then, as that will be their own act and deed, and not be thrust upon them by others, no one can complain, and the world will be grateful that one phase of this interesting subject has been fairly tested and fairly solved."

A CONNECTICUT school teacher in a paper recently read before a Teachers' Institute, suggests that a pupil of each sex be placed at the same desk and allowed to assist each other in their lessons, and at the end of each month permitted to select new partners, if they wish. It was claimed there would be less trouble in governing a school, more tidiness in the pupil's appearance, and greater ease in their conversation and intercourse, which would be of much advantage when they became men and women. It was claimed that, where the experiment has been tried, it has been attended with success.

EDUCATIONAL reform in London is making steady progress. The Spectator of Dec. 13 declares that the Metropolitan School Board "has made a very good beginning." It has elected as Chairman a Dissenter, Mr. Charles Reed, M. P.—on "the plain ground of his special training for that office"—and a Churchman, Mr. E. H. Currie, as Vice-Chairman. Evidently (says the Spectator) there are new members eager for the battle on the Denominational Schools versus School-Board Schools question, but the good sense and moderation of the Board will soon tone down even their ardor.

JOHN C. HOPKINS, who was reputed the wealthiest citizen of Baltimore, died in that city on the 24th December, age 79 years. In March last he gave property valued at \$4,000,000 to found a free hospital in the city for the indigent sick and poor, without regard to sex, age, or color, connected with which is a training school for nurses. Ample provision has also been made for the endowment of a home for colored orphans, capable of accommodating three or four hundred children. He also provided for founding a university on his valuable estate, "Clifton," near the city, setting apart for that purpose, it is said, fifteen thousand shares of Baltimore and Ohio Railroad stock valued at \$2,000,000.

At the last meeting of the Board of Trustees of the Museum of Comparative Zoology, held October 29, Professor Agassiz was present, and verbally reported that having had from private funds the amount of \$100,000, he should report the way in which it was spent officially, although it had been given to him as a personal gift, for the spending of which he was not responsible to the trustees. Wishing to place the museum on a permanent footing, equal to that of the other great museums, he gave notice that he should at the next meeting wish to see a committee appointed to consider its future prospects. He also announced that Mr.

Anderson had authorized the union of the school at Penikese with the museum.

THE Ohio Agricultural and Mechanical College, which was opened on Sept. 17, is now well organized and in successful operation. Thirty students have been in attendance during the Fall term. Latin, Greek, French, and German, are taught, as well as the more practical branches which the title of the institution announces. Tuition is free to two students for every member of the House of Representatives from every Assembly District of the State, who shall be selected by competitive examinations conducted in the counties in which the applicant resides. To all other students, a uniform rate of \$8 per term, or \$24 per year, will be charged. No additional charges will be made except for materials consumed in the laboratories.

JAMES FREEMAN CLARKE writes concerning the need of some improvement in the textbooks for our public schools that "the selection now depends on the superior business energy of one or another publishers. The smartest man pushes in his books, good or bad. I was in the State Board of Education in Massachusetts for several years, and I proposed in that Board that we should appoint a body of the best scholars in the whole community to select a list of school books, the names and description of which we should publish in a circular and send to all teachers and school committees in the State. But the majority of the Board declared that if we did this the publishers would have our Board abolished in a year. I told them we could not die in a better cause, but they did not see it."

THERE is trouble brewing in Illinois. The Champaign Gazette warns the people of that county that unless good assurance be given by the fifteenth of February that the interest on the college bonds will be paid, the trustees of the Industrial University will be obliged to close the institution for want of funds. The trustees are forbidden to contract debts beyond sure means of payment; and the loss of the twelve thousand dollars of "repudiated" income will necessitate the closing of the institution. Gov. Beveridge, at the dedication last week, gave the audience fair warning of the same prospect, adding that he feared the closing would be forever. He was not prepared to recommend to the Legislature an appropriation to make good to the institution the loss of income by the act of the repudiators.

"A MOTHER" writes to the St. Louis Democrat: "Permit me, through your columns, to ask a question of the 'Board of Public Schools.' Why has the Board abolished the habit of having a double session in bad weather? I have heard the question discussed many times, but never answered satisfactorily. The hour and a half at mid-day is intended for recreation, but in bad weather the children spend it in the hot rooms. Why not, as formerly, give time enough to eat their lunch—to those who are fortunate enough to have brought any—and then continue the exercise, and dismiss them at 2 or 2:30? Many times those who are detained by an unexpected change in the weather go from breakfast until 4 o'clock without eating. I have seen the bad effects of such fasting more than once. It used to be a rule to condense the exercises, but of late has gone out of practice, and I would like to hear the reason, if there is any, for the change."

THE Boston School Board has decided that after the beginning of the next year girls shall not be admitted to the girls' high school until they are 15 years old. This is regarded

as an important reform in the system, as hitherto there has been no restriction as to age, and many bright, ambitious grammar school girls of 13 and 14 have injured themselves by a forced process of preparation for the high school. Another change that has suggested itself to the Board—or, perhaps, has been suggested by Dr. Clarke's book—is the use of the lower rooms in the school building for the older girls; present usage devotes these to the young pupils while those old enough to be called young women are sent up several flights, a labor which, for obvious reasons, the little girls can better undergo. The corporal punishment question, which has been much discussed during the year, goes over to the next board, as, after the present one had voted to abolish the rod entirely in the high school, and to greatly curtail its use in the grammar school, somebody discovered that there was no quorum present.

THE schools of Adams, Mass., are worthy of special mention. Rivalry between two adjacent villages has shown itself, and the result is excellent schools in both, with a central building in each for the accommodation of the high and graded schools. That at South Adams cost \$60,000, and accommodates nine schools under the general management of Principal W. W. Spaulding. To offset this, the north villagers boast Drury Academy, erected at a cost of over \$80,000, and certainly the finest common school building in Berkshire County. In it the controlling spirit is Superintendent J. W. Donham, who seems to have infused a portion of his enthusiasm into almost every one of the teachers and scholars in the 13 schools in this building. The average daily attendance in this building alone is over 600 scholars, and in the whole town about 2,900. The school expenditures last year were \$27,000, and about the same amount is appropriated for the present year. Besides Drury Academy and the South Adams high and graded school there is another graded school at North Adams, and 14 district schools in the town.

MASSACHUSETTS, says the Boston Transcript, is dotted all over with schools of every grade. The first high school for girls in the State was that established some thirty years or more since in Newburyport. It met with much opposition, and there were not wanting those who doubted its legality. One prominent citizen saw fit to try the issue by paying his tax under protest. The question was carried before the Supreme Court and ably argued. That tribunal correctly construed the statute as compulsory upon towns and cities to a certain extent, while giving them permission to benefit themselves by such educational advantages of the higher class as a majority of the voters might see fit to adopt. This test case was fully reported, and may be found in one of the annual reports of the late Horace Mann. It is an instructive bit of history, and will read well at this day, in view of the enlightened and liberal progress made in our public school system; the practical determination shown that the young of both sexes shall be fitted to enjoy the privileges and discharge the responsibilities of a free Commonwealth.

PRINCETON COLLEGE closed its Fall term last week, to re-open January 7. Selections are already being made for the 127th Commencement, next June, and the following gentlemen have been chosen as minor orators: From the American Whig Society—D. G. Wooten, Texas; C. C. Allen, Missouri; S. S. Miller, Pennsylvania, and A. Newman, New York. From the Choroplin Society—George B. Halstead, of New Jersey; James Pennewill, Delaware; J. P.

Coyle, Pennsylvania; John P. Campbell, New York. The Theological Seminary has just issued its annual catalogue for 1873-4, showing an aggregate attendance of 101 students, of whom twenty-nine are Seniors, thirty-eight in the Middle Class, and thirty in the Junior Class, with four student graduates. Of this number, thirty-five are graduates of Princeton College, ten of Knox, and the rest from other institutions, except nine, who are not graduates of any regular college. Nineteen are from Pennsylvania, ten from New York, fifteen from Canada, four from Ireland, three from Nova Scotia, and one each from New Brunswick and China.

THE North Missouri State Normal School at Kirksville, opened in January, 1871, has had 470 pupils during the past year—of whom 100 were ladies. The Model School, at the same place, numbers 53 students. We find in the last circular of this institution the following interesting statements, which go to prove what has already been said in the columns of the SCHOOL JOURNAL in regard to the public interest manifested towards educational matters in Missouri: "Adair County voted \$100,000 to secure the location of the Normal School at Kirksville. The beautiful grounds, embracing fifteen acres, were donated by John W. Morris and J. G. Richeter. The State appropriated \$50,000 to complete the building. The annual appropriation, to sustain the school, was fixed at \$5,000. The Legislature has increased this sum to \$10,000. The Regents are thus enabled to reduce the incidental fee to \$3 per term. The additional appropriation was made on the recommendation of the Committee of the Senate and House."

In Chelsea, Mass., kleptomania has broken out epidemically in a girls' school, and the New York Tribune becomes facetious over the matter, thus: "Several misses, it is discovered, have become not Jack Shepherds, for that metamorphosis their sex forbade; but shall we say Gill Shepherds? Four of them have been arrested, charged with foraging among the haberdashers and small wares dealers of lively Chelsea, and with carrying away jewelry not for their own adornment, toys not for their hours of recreation, Cologne water not for perfuming their own persons. Here is where the kleptomania comes in. It agitates us to write it, but all this stealing was done for the benefit of the Young Men's Christian Association of Chelsea. That respectable body was about to hold a Fair. The young ladies were to have tables. They naturally wanted these tables to appear as beautiful as possible. Perhaps they were the victims of conscientious casuistry. Perhaps they thought that stealing for the Young Men's Christian Association was no thievery—the bewildered little devotes! At any rate they carried away the property, and, being detected in this labor of love, are now sustaining peculiar relations to the Police Court, greatly to the grief of the 'respectable parents.' We suppose that the Rhadamanthus of Chelsea is not a believer in kleptomaniacal theories, for he required bail just as if the doctors had never described the disease."

GENERAL JOHN EATON, Commissioner of Education, has received a letter from Mrs. Matilda Fletcher, inquiring his opinion of a plan suggested by her to encourage industrial exhibitions in connection with our public schools. She would induce the pupils to bring to the school-room once a week, or once in two weeks, some article of use made by themselves, to be exhibited and explained, under the supervision of the teacher, in the presence of the parents and friends. The Commissioner, in response to this letter, writes that he heartily approves of her plan. He considers it to be a practical development and application of the underlying idea of the Kindergarten system, which has shown that to be allowed to make something for themselves is a delight to the youngest children, and that by a wise direction of this instinct they can be taught many useful lessons. He also commends the plan as a means of increasing the interest of parents and friends in the schools, and of securing their visits at stated intervals, while it would furthermore arouse in the children such an interest in the daily work of the household, the shop and the farm, as will teach them the value and dignity of labor and fit them for usefulness.

The day when a boy begins to feel uneasy at being dependent upon somebody else is the day when his boyhood begins to give way to manhood. The day when a girl finds somebody on whom she is willing to depend is that in which she passes from girlhood to womanhood.

POISON IN SCHOOLS.

DANGERS TO WHICH THE CHILDREN OF NEW YORK ARE DAILY EXPOSED.

The New York World of Dec. 20, evidently inspired by Mr. Leeds's remarkable articles in the Sanitarian, on the unhygienic condition of some of the Public Schools in this city, publishes an exposé, three columns in length, under the above heading. It promises further revelations of similar character. The testimony of the writers in the World and the Sanitarian, taken together, gives this subject too serious a character to permit it to be passed by without careful attention. We hope the Board of Education will take early measures to establish the correctness or the incorrectness of the statements so boldly sent forth to the public by these two eminently respectable authorities named. No member of the Board can afford to sit down tamely under such serious imputations as these. If they are false imputations, it is the duty of the Board to expose them in their true character. If they are true, why then every conscientious parent will be justified in the instant removal of his children from the schools in which such mephitic conditions prevail—and mephitic air means disease and death. Intelligent parents understand this. Does the Board of Education understand it?

We copy the material parts of the World's revelations—holding the columns of the SCHOOL JOURNAL open for any reply which the Board of Education or the Principals of the Schools, or the parents of the children, may see fit to make. The World says:

About a week ago an investigation was begun by the World for the purpose of ascertaining to what extent the public school buildings of this city are ventilated. Few persons, perhaps, have reflected that nowhere else in this metropolis, not even among the loathsome tenement lodgings of the Fourth and Sixth Wards, or in the upper galleries of the cheap variety theatres and "opera" houses, is there to be seen such a crowding of human beings into small space as is found in the class-rooms of the public schools. In order that the investigation might be thorough, and the deductions satisfactory and conclusive, the services of a competent and well known chemist, Dr. Endemann, of the Board of Health, were secured to make the analysis of the specimens of air taken from the different schools.

THE ELM STREET SCHOOL.

The school in Elm street, near the rear of the Tomba, was the first one visited. This school building was originally intended to accommodate about half as many pupils as are now in attendance. After the increase in the number of pupils caused by the growth of the population of the Sixth Ward, a large dwelling contiguous to the school was bought and converted into class-rooms. Not having been intended to contain so many persons the ceilings are all low and the facilities for ventilation are nil. The building is at present surrounded by low-class tenements and tall warehouses.

Permission having been granted by the venerable principal of the school, Dr. Endemann with his chemicals and apparatus entered one of the class-rooms on the first floor rear. This room was about 18 by 16 feet. There was a small stove in the centre of the room containing a wood fire, and sixty-four pupils were present. This was seven below the usual number, there being seventy-one in the class. There was a small iron kettle containing water on the stove. The thermometer in the room indicated sixty-two degrees, and the window was lowered about eighteen inches. There was no means of ventilation save the window. The teacher said the air was generally very oppressive, but was better on that day than it had been for some time, as the weather was clearer. Some days they could not have any fire at all, the breath of the scholars making the room warm enough, and by far too unwholesome. The pupils, she said, were all the time complaining of headaches, asking to have their seats exchanged, &c.

Dr. Endemann's report of the analysis of the air taken from this room is as follows:

ELM STREET SCHOOL, December, 1873.—First floor rear.	
Number of scholars.....	42
Temperature (Fahrenheit).....	62
Carbonic acid in 10,000 parts.....	36.1
Times the normal amount.....	6.6

This was a fearful showing to begin with. A visit was then made to one of the grammar class-rooms in the side building, where forty-seven girls were crowded into a space of 30x18 feet, and under a very low ceiling. There was a wood stove in the front part of the room. The window, opening out into a court surrounded by tall buildings, was open at the top. The shawls and hoods of all the pupils were hung up along one side of the room, and altogether the odor was sickening. The teacher, a young lady, put down the book she had in her hand when the chemist entered, as if glad of an opportunity to rest. As she stood leaning upon the little table before her, holding one hand to her side, she remarked that the air to-day was very good compared with what it had been during the wet, foggy weather of the week previous. She described the condition of the air on those days as being "frightful." While the experiment was being made the door opened, and then it was discovered that there was another class-room

on the other side of the partition, where there were at least as many more young girls receiving instruction and breathing poisoned air. The teachers in those two rooms were vainly endeavoring to keep the air pure by the evaporation of water contained in little iron pots placed on top of the stoves.

The chemist gives the following as the result of his analysis of the air taken from this room:

ELM STREET SCHOOL, December, 1873.—Side building, second floor, double room, windows rear and front.	
Number of scholars.....	96
Temperature (Fahrenheit).....	66
Carbonic acid in 10,000 parts.....	16.1
Times normal amount.....	4

An experiment was then made in one of the class-rooms on the top floor, where there were thirty-two boys present. The windows were open, and there was the same little box-stove with the kettle of water. The thermometer in this room stood at 65 degrees. The teacher complained that the air was almost constantly bad, but admitted that it was not so bad as usual that day. The analysis of the air shows that it was quite bad enough.

The chemist reports as follows:

ELM STREET SCHOOL, December, 1873.—Top floor class-room, windows open.	
Number of scholars.....	32
Temperature (Fahrenheit).....	65
Amount of carbonic acid in 10,000 parts of air.....	32.5
Times the normal amount.....	8.1

The principal of this school said that the only means they had for ventilating the building was the windows. There was a few ventilating flues in the wall, but they were of no account whatever.

GRAMMAR SCHOOL NO. 12, MADISON STREET. Two experiments were made in the Madison street school with the same startling results, the air in one room being found to contain seven and a half times the normal quantity of carbonic acid. The first sample of air was taken from one of the fourth grade class-rooms, where there were sixty-five pupils present. There were seventy names on the class register, but five were absent. This small, crowded room was surrounded on three sides by other rooms, just as densely packed with children, separated by glass partitions, the fourth side opening in a court surrounded with brick walls. There was a small window in the side opening on the court, and this window was the only ventilator they had.

The teachers said that when the window was closed, the air was hot and stifling, and that when it was open she always felt the cold air blowing in upon her. Of course she did. This action of the air was only in accordance with the laws of nature. The teachers in a hundred other class-rooms, where stoves are used, could testify to the same thing.

An examination was made in one of the class-rooms in the front part of the building, where there were sixty-four pupils present, the report of the chemist being as follows:

MADISON STREET SCHOOL, December, 1873.—First floor, front.	
Number of scholars present.....	64
Temperature (Fahrenheit).....	63
Carbonic acid in 10,000 parts.....	19.7
Times the normal amount.....	5

THE TWELFTH STREET SCHOOL—HOT-AIR FURNACES.

The experiments thus far reported were made in rooms warmed by stoves. Examinations of the air in buildings warmed by furnaces and steam boilers have also been made, and the results will be given in another issue. It was too late when Dr. Endemann arrived at the Twelfth street school to make an examination, the school having just been dismissed for the holiday vacation. Nevertheless an inspection of the building was made under the guidance of the janitor, and just as was expected it was found to be one of the worst ventilated school buildings in the city.

The building occupied by the famous Twelfth street school was erected in 1855, Thomas R. Jackson being the architect. Owing to the reputation of this school it is always one of the first to receive the attention of those in search of models. The school itself is considered the most "respectable" of all the public schools. Rich men, who would not send their daughters to any other public school in the city, send them to this with pleasure. The building is one of the worst in the city as regards ventilation. It is heated by seven hot-air furnaces, with registers opening through the walls of the rooms near the floor. The arrangement of the class-rooms is simply abominable. The seat for the teacher is either directly in front of the hot-air register or close by its side. The openings into the ventilating flues are in most cases directly over the register, and sometimes there is an extra opening in the opposite wall. The teacher sits in a perfect blast of hot air, while before her she has fifty or a hundred girls packed close together and frequently suffering from the cold. The explanation is simple. The hot air pressing in through the register nearly roasts the teacher, and rushing up to the ceiling pours into the waste air flues without coming in contact with the children at all. The janitor of this building seemed to be a man of some brains, or at least his wife had been sharpened by the frequent complaints of the teachers and scholars. He ran seven hot-air furnaces, all in good order, and he knew they ought to heat a building of that size. Still the teachers were always complaining that the scholars were not warm enough. They could not fool him, he said. There was a great deal of heat wasted. "Now," said he, "if you hold your hand right in front of the register when the furnaces are going, you will not feel the heat. But, if you hold it up higher, over the register, the air will burn you, and in all the upper part of the room the air is

hot. You see it comes out here and shoots right up to the top, going out through them holes, while the scholars are left in the cold. I fire up three or four hours before hand in cold weather, and then the scholars complain." This man in his efforts to defend himself against the complaints of teachers and scholars, had investigated the matter thus far; but he had not considered that the pupils, besides suffering from the cold while all the heat was rushing out of the holes over their heads, were breathing foul air. It appeared that the experiment of closing the ventilators and windows had sometimes been tried; but then the room got too hot and close, there being no place for it to escape in the lower part of the room. In one of two of the small class-rooms, however, escapes for waste air near the floor had been provided, but on examination they were found to be closed, and could not be opened. The janitor said he supposed they were put there to let out the dust that gathers in the floors and falls down. In the assembly room of the senior department there were two small openings in the upper part of the room. The janitor said he always kept the sky-light over the well-hole open, so that the stairs at least are well ventilated. As the school had been dismissed when the visit of the chemist was made no test of the air in the class-rooms could be effected.

A MASSACHUSETTS SCHOOL CONTROVERSY.

THE QUESTION OF ELECTING WOMEN AS SCHOOL OFFICERS.

There is an uncommonly breezy time in Massachusetts over the question of permitting women to act as school officers. The City Solicitor of Boston, having been appealed to for his opinion on the legal aspect of the controversy, has decided against the women—and, as might have been expected, he has thereby put his head into a hornet's nest. As a part of the educational history of the time, we give below some of the most striking rumors, hints, conclusions and facts pertaining to this matter:

The Boston Globe says: "The opinion of the City Solicitor, adverse to the right of women to serve on the School Committee, has the weight which is due his deserved reputation for learning and ability, but it will not be regarded as conclusive. Even had the grounds of the opinion been fully stated, there would have been good reason for doubting whether it contained an authoritative exposition of the law on a subject in which eminent legal talent have taken a contrary position. The City Solicitor has contented himself with referring to the opinion of the Supreme Court in Massachusetts Reports, vol. 107, p. 604, as fully covering the present case. But the facts on which the Court based its opinion are so far different from those of the present question that there are grave doubts whether it comes within the purview of that decision.

In the above decision, so confidently referred to by the City Solicitor in support of his opinion, the only ground mentioned for the conclusion arrived at, aside from the custom of a century, is the fact that the office of Justice of the Peace is by the express terms of the Constitution, a judicial office. There is, therefore, a marked distinction between this and the office of School Committee, inasmuch as the latter is not either by the Constitution or the terms of the statute creating it, a judicial office.

There is every reason to believe that the ladies recently elected to the Board in this city will be allowed to take their seats and perform their duties as members, and should objection be taken to such action the remedy would be by an information in the nature of a *quo warranto*, which would bring the matter before the Supreme Court for determination. Should, on the other hand, these ladies be denied admission to the Board to which they have been elected, they will contest the point, and the Supreme Court will be applied to for a mandamus to compel the School Committee to recognize their rights. In either case, the question will be determined by the highest judicial authority in the Commonwealth, and should the law be adverse to them, the ladies will appeal to the Legislature to remedy its defects, and put them in a position to which they claim they are entitled by their own qualifications and the suffrages of their fellow-citizens.

The Boston Transcript says: May it not be reasonably asserted that women elected by a competent constituency as members of the School Committee, stand in a somewhat different relation from women designated by the proper appointing power as justices of the peace? Until the Supreme Court decides the question against them, the women elected on the School Committee will, of course, serve. The opinion of the City Solicitor is what it purports to be, simply an opinion.

A correspondent of the Springfield Republican writes: It now seems that the City Solicitor, in spite of the cavalier way in which the Boston School Committee treated his last opinion, has made haste to issue a new one, maintaining that women cannot legally be chosen on school committees, because the Supreme Court decided, a few years ago, that they could not be appointed justices of the peace. The logic is not very cogent, there being an entire dissimilarity between the offices, the appointing power and the mention made of either office in the

State Constitution; nor is the City Solicitor quite equal to deciding what is the law for the whole State. The old Committee very properly referred the question to the new Committee, which, if it pleases, can admit the women to membership, and leave the objections to be raised before the courts by the defeated candidates if they see fit, or it may exclude Miss Crocker and her companions, and oblige them to contest in the courts. Probably the Legislature will cut the Gordian knot this Winter, by voting that women may be elected members of the School Committee, as the New Hampshire Legislature did a year or two ago. The idea that the people of Massachusetts, who have been choosing women to this office for the past four or five years, are going back to undo all that, and displace these women—the most servicable and useful members of the Board, generally—is a preposterous one. It would be easier and more probable that the Supreme Court should reconsider its justice of the peace decision, after due hearing and argument. Mr. Philbrick, the City Superintendent of Schools, Mr. White, of the State Board of Education, and nearly all the persons whose opinion is worth having, favor the presence of women on school committees, and they are now serving in perhaps thirty cities and towns in Massachusetts. In one town the whole committee are said to be women.

THE CAMBRIDGE EXAMINATION IN ENGLAND.

The sharp (and not over-courteous) Saturday Review of London says:

It would be interesting to know what feelings will be excited in the female mind by the report which has just been issued by the Cambridge Syndicate for the Examination of Women. The Syndicate affect to report, on the whole, very favorably of the industry and intelligence of the majority of the candidates who appeared before them at the different centres, but they take upon themselves to make remarks which, we fear, will be thought to be offensively characteristic of the arrogance and presumption of man.

It is stated that only a few candidates, when examined in the "Horse Pauline," showed a knowledge of the book and a real hold on the argument; while most of them, although acquainted more or less with Paley's facts, exhibited great weakness in applying them conclusively. Most of the candidates had evidently studied the Scriptures very carefully; but "the answers to a question which asked for a careful summary of I. Cor., xv., seemed to show that not more than two or three candidates had read the chapter so as to master its method and connexion." The ladies came out strongly in arithmetic; but in English history they are sarcastically advised to "avoid mere fluency of expression;" and in English literature "the besetting error was irrelevance." Thus, when a brief summary of the *Hydriothia* was asked for, the result was that a great many accounts, the reverse of brief, were presented, not of the work, but of Sir Thomas Browne, the writer of it. It is remarked that it was observable that several candidates who complained of want of time had signally mispent the time allowed them. The examiner further noticed great "good will," but "a very prevalent inaccuracy." In English composition the examiner discovered a weakness for slang, and a tendency to flippancy, and "too many of the writers did not sufficiently consider the meaning of the subject they selected." One of the subjects which were set was to fix the place of the novel in modern literature; but many of the candidates started off at a tangent, and expatiated on the bad effects of reading novels. The examiner endeavors to take the edge off these home-thrusts by suggesting that, after all, he has, in his time, read worst essays by men. The examiner may be a very learned man in his own way, but he clearly knows very little about women if he thinks to appease their natural indignation by a paltry concession of this kind.

We have very little doubt that women will see through the flimsy pretense of courtesy and conciliation under which the examiners endeavor to disguise this attack upon the general character of the sex, especially on those very points on which women are known to be most sensitive. A woman will stand a good deal, but no woman with the least spirit ever submitted without an explosion to an insinuation that she was not a person of a logical turn of mind. Even the patient Griselda, who allowed her children to be taken from her one by one, would no doubt have startled her spouse by the sudden energy of her character if he had chanced to say, "My dear, it is really no use trying to argue with you, for women are always so illogical." All women are logical; and whether they are logical or not doesn't matter, for all the same they have a right to be considered so—this is the first great principle blazoned on the banner of the sex. Yet here we find a sneering examiner pointing out that only one candidate in logic showed a thorough grasp of the subject, and that he found it exceedingly "difficult to obtain a clear statement and ready application of important definitions and theorems." All this is quite of a piece with the malicious and impertinent suggestions of the examiners, that women are discursive and rambling, and that when they sit down to try to write a short account of one subject, they generally write a long account of something else. The difficulty of obtaining a "clear statement" from a lady is also a very stale bit of satire.

SEX IN EDUCATION.

SOME SPECIMENS OF PLAIN TALK.

Dr. Clarke's work on "Sex in Education" has evoked a great amount of criticism. A lady writing in the Boston Commonwealth puts a few questions which are worthy of attention. She says that while few women are called by the chapel bell to a standing prayer, thousands and tens of thousands in America are called by the bell of "that university which has a water-wheel at the bottom," to all day standing tasks at the noisy loom, and this followed from half-past six in the morning till half-past six at night, with only the briefest intermission for dinner; and she asks, "has Dr. Clarke written a book on 'Sex in Manufacturing Establishments'?"

Again she says that women stand behind the counter, from early morning till late at night, without being excused from labor one week in every four; and she asks, "Has Dr. Clarke written a book on 'Sex in Clerkships'?"

Again, she reminds us that women have, year out and year in, plied the needle in tailors' and dressmakers' shops, under conditions which tax the physical system very severely, without any intermission on physiological grounds; and she asks, "Has Dr. Clarke written a book on 'Sex in Workshops,' and 'Sex in Sewing'?"

Again, she says, "Women teach school under a regimen that pays no more regard to their bodily organism than to that of men. Yet in the face of this fact Dr. Clarke tells us it is a sin under such a regimen to attend school as a pupil! Are the duties and responsibilities of a pupil so much more arduous and exacting than those of a teacher, that a much more favorable regimen must be prescribed for the latter?"

The writer further says: "Does that regimen which men are ever prescribing for women—namely, marriage—grant her one week's cessation from labor out of every four? Can a mother, when weary and overtasked, relinquish the work and care of her family, and engage her thoughts upon nothing save that of her own physical weaknesses and how to relieve them?"

"No; women may work in the factory, in the store, in the workshop, in the field, in the dining-saloon, at the wash-tub, at the ironing-table, at the sewing-machine—do all these things, and many more equally hard, from Monday morning till Saturday night every week in the year; many wear their lives all out toiling for their children, and doing the work for their families that their husbands ought to do, and nobody raises the arm of opposition; but just now, because there is a possibility and even probability that in matters of education women will be as honorably treated as men, lo! Dr. Clarke comes forth and tells us it ought not to be so, because, forsooth, the periodical tides and reproductive apparatus of her organization will be ignored!"

"One thing is always noticeable. Did any one ever think that men never say a word against women doing any kind of hard, dry, dull, menial, unremunerative manual labor? It is only in matters of education and its kindred relations that offence is taken to her participation, and that her physical inability is held forth as an excuse for such determined, persistent and unreasonable opposition."

This point is thus tersely put by Mrs. J. G. Swissheim:

"It is very well known that thousands, nay millions, of women in this country are condemned to the most menial drudgery, such as men would scorn to engage in, and that for one-fourth wages; that thousands of women toil at avocations which public opinion pretends to assign to men. They plough, harrow, reap, dig, make hay, rake, bind grain, thrash, chop wood, milk, churn, do anything that is hard physical labor, and who says anything against it? But let any one presume to use her mental powers—let her aspire to turn editor, public speaker, doctor, lawyer, take up any profession or avocation which is deemed honorable and requires talent, and oh! bring the cologne, get a cambric handkerchief and a feather fan, unloose his corsets and take off his cravat! What a fainting fit Mr. Propriety has taken just to think that one of the 'dear creatures,' one of the 'heavenly angels,' should forsake the sphere—woman's sphere—to mix with the wicked strife of this wicked world! What rhapsodies we have from sentimental school-children about soiled plumage on angels' wings, while stern matter-of-fact tyrants crack their whips and shout, 'Back to thy punishment, false slave!'"

THE ADVANTAGES OFFERED TO FEMALE MEDICAL STUDENTS IN VIENNA.

Some interesting facts are related in the following extracts from a Vienna letter to the Cincinnati Commercial: From the medical department of the University of Vienna, in connection with the clinical opportunities of the grand hospitals of the city, arise all the advantages that Vienna affords to the medical student. These are unlimited. Almost, and were originated, and have been especially fostered for the benefit and advancement of men pursuing the study of medicine. Yet women, who within the past few years have sought admission to these privileges, have not been debarred from them, and enjoy many of the opportunities in a perfect equality with the gentle-

men students, and no place in the world affords so many and such opportunities for women to perfect a medical education already well begun as here in Vienna.

Think of a lady student at Bellevue, New York, being admitted to Professor James R. Wood's lectures on surgery, to share the opportunities of education in common with gentlemen, even as a private student, an unmatriculated; why, the audacity of the idea is so preposterous that it is quite sufficient to make one's breath come quick and short, and yet Professor Billrot, world famed as a surgeon beyond comparison in knowledge, success and brilliancy, admits lady students to his lectures and clinics, and not only admits ladies, but extends to them special consideration, that they may have a chance to have those operations that they, as women, would be especially interested in. Last Winter he had four lady students in his class, with some four hundred gentlemen, and in all cases of special interest he made it a point that his lady students should have the opportunity of seeing—recognizing the fact that those four stood a far better chance of being shoved aside among so many eager investigators, not possessing the muscle and hardihood of their brother students, and to his private operations were these women repeatedly invited, and invariably to his operations in ovariotomy.

One lady student took the "Operative Course in Surgery," with Billrot's first assistant, and performed all the operations upon the cadaver with such cleverness and dexterity as to gain the applause from the gentlemen students in attendance, and the approbation from the Doctor that there was no better operator in his class. Not only Billrot, Douchick, University Professor in "Theory and Practice," and clinic of "Internal Diseases," admits women as private students, as also Professor Hyrle, the most eminent anatomist of the age, Professor Arles, and Jager, professors of "Ophthalmology and Aural Diseases," and Professor Weidhofer, professor of "Diseases of Children." Professor Spathe and Carl Braun only, of the University professors, refuse women admission to their lectures and clinics. There has never been any reason specified why they should be excluded here, it seeming to be only an autocratic use of authority on the part of these Professors, because they happen to be vested with the privilege of excluding women if they choose. A few years since, Professor Braun admitted to his lectures and clinics Dr. Mary J. Safford, now of Boston, and it is said, she was so eminently clever, so successful and skillful, as to have alarmed this dear old Professor as to his laurels; and though he admitted she was wonderful, incomparable, and that he had nothing but the greatest admiration for her and her ability, yet since he has refused admission to all lady applicants to his lectures and clinics.

To sum up, the advantages and inducements for women to come to Vienna, and the disadvantages she must encounter, being here, are these: The opportunities for study and improvement, and the advantages for clinical observation, are just the same for women as for men if they choose to avail themselves of them, the one exception being that women are excluded from the obstetrical clinic with men; but here the alternative of taking the course in midwifery makes up for this exclusion. There are forty-four regular University Professors, and of these the two before named—Braun and Spathe—are the only ones that have yet refused to admit women to their clinics and lectures, with their gentlemen students, to enjoy the privileges in common with them. Beside these forty-four regular Professors, there are fifty Privatdozent, or private teachers, all of them skillful specialists—many of them old men, and celebrated, and quite as competent to teach as the Professors. So far as I have been able to learn, and I have taken special pains to make inquiries and to obtain reliable information, these Doctors and Professors have never refused a lady applicant the privilege of a private studentship, always, however, excepting the two before-named Professors, and invariably upon finishing a course, the Professor or Privatdozent, will give an ample certificate, sealed with the official K. K. University seal, so that the benefit of an official recognition is really secured. In the same quiet manner have women here procured a foothold, and recognition, and rare advantages, as they have in "the University College of London," and if matters can run on smoothly and quietly for a few years to come, as the past few years, before our jealous brother professionals recognize the fact, women will have become an integral factor, recognized in their universities.

THE IMPERIAL JAPANESE UNIVERSITY.

General Eaton, Commissioner of Education, has received, through the Japanese Minister at Washington, from Fujimaro Tanaka, Vice-President of the Council of Education and in charge of the administration of the Department of Education in Japan, two large photographs of the Kaiser Gakko or the Imperial University in Tokyo, which were taken on the occasion of the opening of its new buildings by His Imperial Majesty the Tenno of Japan. One represents the students drawn up in front of the university, and the other is a representation of the State carriage, built after the style of an American hack, to which are attached four horses, attended by servants in livery. Another feature of the pictures is the number of tall silk hats seen in the crowd of spectators.

Mr. J. J. J. is suffering just now from a bad spell.

GENESIS, GEOLOGY, AND EVOLUTION.

By REV. GEORGE HENLOW F. L. S., F. G. S.

The theory, or rather doctrine, of the Evolution of Living Things has not yet received that uniform acceptance to which it is undoubtedly entitled. That it will in time become generally received may be reasonably presumed; but at present, with many theologians at least, the creative hypothesis obstinately holds its ground. Two causes may be assigned to account for this fact. First, there is the preconceived but erroneous idea of the method of creation derived from a misconception of the first chapter of Genesis. Secondly, there is the unfortunate but very general want of any scientific training, not only among the clergy, but in the public generally; and, as a result, there is that absence of a due power of appreciation of the arguments of the scientific man, which is so conspicuous in their style of reasoning.

In order, therefore, that the proof of the wisdom and beneficence of the Almighty, as shown in the processes of evolution, may not be considered as based on unsound premises, it will be desirable to point out the untenableness of the present theological position, as well as the grounds upon which evolution is founded; and which will, let us hope, be soon recognized as incontrovertible by all who seek the truth in earnest. Until comparatively recent times the book of Genesis was supposed to reveal in its first chapter an explicit account of the origin of living things, namely, by direct creative fiat of the Almighty. All the known animals and plants being far fewer than at the present day, their differences were more pronounced than their resemblances. Each animal and plant was observed to bring forth

From his recently published work, "Evolution and Religion."

its offspring "after his kind," generation after generation, without any noticeable change. Any other animals than those now living on the globe were never conceived. Fossil shells were supposed to be either deep-sea creatures thrown up upon the beach, or, if found on land and upon hills, easily accounted for by the Deluge.

Every living thing was believed to have been created at once by the word of the Lord, and all within the space of six literal days.

When geology came to be studied with some philosophic spirit it was soon discovered that many fossils were not of living species; that six days was not a period too short to account for geological phenomena; that a flood, even if conceded to have been universal, was unable to solve many a problem of disturbance and stratification. Moreover, it was perceived that the earth's structure was separable into several strata; and that each stratum contained a group of fossils unknown either in the stratum above or below it; and upon this discovery was based the principle that disconnected strata might be recognized by the identity of their organic remains. In addition to these facts, the phenomena now known as *dislocation*, *contortion*, *upheaval*, *unconformability*, and others, frequently occurred, and apparently often during periods intervening between the deposition of strata.

These latter appearances, taken into consideration with the daily phenomena of volcanic action, induced the geologist to conceive, and the theologian to adopt, the theory of successive creations after cataclysmic and predetermined destructions of all existing life by the Almighty; while, to meet the now well-established truth of almost infinite ages having elapsed, the theologian adopted the interpretation of *ages* for the Hebrew word *yom* or *day*. If, however, the first chapter of Genesis be read without any reference to or thought of geological discoveries, and the first three verses of the second chapter be carefully compared with the fourth commandment, it will not appear how any notion of an indefinite time can be given to the word "day" at all. The writer of Genesis seems to signify a day in the ordinary sense, and apparently without any conception of indefinite periods at all.

Geology ceased not to pursue her avocations steadily and uncompromisingly.

The study of the rocks soon brought to light a large increase of the number of strata; so that at the present day there are *thirteen* "formations," embracing *thirty-nine* principal "strata," the strata themselves being often subdivided into minor ones. If, therefore, the miraculous recreations be true, they must have been very numerous. But with the discovery of additional strata a larger insight was obtained into the distribution in time of animal and vegetable life. It was then discovered that these "created groups" were not so rigidly defined as at first supposed, and consequently the rule established by geologists themselves can only be applied cautiously in attempting to parallel distant strata, though some species appear to characterize strata respectively, yet many range up and down through other than those in which they attain their maximum development, or of which they may be especially characteristic.

Two difficulties thus arose—the increase of miraculous interferences seemed to increase proportionately their improbability, especially as there was no corroboration this time from the Word of God, while the fact of species ranging through several strata threw another stumbling-block in the way of the cataclysmic theory, for either they must have been recreated two or three times, or else lived through the supposed cataclysms considered as designed methods of destruction.

Another class of phenomena now appeared, to show a still greater difficulty in the way of belief in the creative hypothesis.

Zoology, botany, as well as paleontology, gradually increased the number of living and extinct forms almost indefinitely; and in proportion as fresh discoveries were made, so it was found that numbers of forms took up positions, when classified, *intermediate* to other forms hitherto well distinct—"osculant" or *intercalary* forms as they are called. These often increased so much, that even genera well marked at first became blended together by transitional or intermediate forms.

Hence it has come to pass, from the result of this discovery, that so far from forms or types of organisms being easy and of a precise character, in accordance with the idea of each being well defined *after his kind*, systematic zoology and botany are the most difficult tasks a naturalist can undertake. Here, then, an overwhelming difficulty, only to be fully appreciated by a really scientific person, rises against the conception of each kind having been specially created as we see them now. Indeed, it may be added that the very idea of *kind* or *species* has been resolved into an abstract conception, finding in nature generally no more than a relative existence.

Fresh difficulties were still in store, which must be overcome if the former theory of creation is to obtain any longer—horticulture, floriculture, agriculture, and the breeding of animals, have rapidly risen to become important and flourishing occupations. From their pursuit it was soon discovered that kinds reproducing their like *never did so absolutely*, but that offspring appeared always to differ from their parents in some trifling if not considerable degree. This property of Nature, to which also the human race is invariably subject, man has seized upon, and by judicious treatment can almost mould his cattle to whatever form he pleases, or stock his fields and gardens with roots of any form or with flowers of any shade of color required. After many years of successful propagation, generation after generation, we have now arrived at the result that animals and plants can be produced by careful breeding and selection, which, had they been wild, our earlier naturalists would have undoubtedly regarded as having been respectively created at the beginning of the world! Here, then, we have a practical basis of argument to account for the many transitional forms which geology reveals in the past history of the world, as well as among the plants and animals living at the present day.

Yet another fact may be mentioned. Geographical botany and zoology began to be studied as travellers stocked our museums and herbaria with an ever-increasing number of beings brought from all parts of the world; and the (so to say) capricious distribution of identical forms in far-distant places—now explicable on the theory of migration and subsequent isolation—as well as the appearance of representative forms of allied though different kinds in certain districts, explicable *only* on the theory of descent with modification, has a strong modification, has a strong *prima facie* appearance against the theory of individual creations, even if geology did not furnish undoubted evidence of very frequent interchanges between land and sea having taken place. Without at present giving more reasons the above will be sufficient to show why science has found herself compelled to secede from the cramping toils of the creative hypothesis, and to take up that of the evolution of living things as better explaining all the foregoing phenomena. In proportion as the probability of the former was seen to decrease, so in the same degree does that evolution increase. Hence, at the present day the argument in favor of development of the species by natural laws may be stated in the following terms, viz: "It is infinitely more probable that all living and extinct beings have been developed or evolved by natural laws of generation from preexisting forms, than that they with all their innumerable races and varieties should owe their existences severally to creative fiat."

But, even now, asks the theologian, does not this theory controvert the Bible, for we are distinctly told that God created every thing after his kind?

In reply, it may be confidently shown that the theologians cannot be sure of the value of his interpretation of the first chapter of Genesis, at least so far as he attempts to draw scientific deductions from it. Thus it may be observed to him that the words "create" and "make" are used indifferently; that no definition is given to insure accuracy as to their right interpretation. It is not stated whether God created out of nothing, or out of eternally or at least preexisting matter. Moreover, in addition to the statement that God created or made all things, there is the oft-repeated assertion embodied in the word *fiat*, but apparently overlooked, that He enjoined the earth and the waters to bring forth living forms. What does this expression imply?

The use of the imperative mood can only signify an agent other than the speaker. If, therefore, it be maintained that the sentence (ver. 21) "God created every living thing that moveth" signifies He made them by his direct Almighty fiat, it may be equally maintained that the sentence "Let the waters bring forth abundantly every moving creature" implies secondary agents to carry out the will of the Lord. Such might be said to witness to natural law, which, after all, is but a synonym for the will of God.

The real basis of the controversy between dogmatic theology and this deduction of Science is simply this: The former has established a creed based upon erroneous impressions derived from Scripture, and, from having had power in former days to enforce its opinions, they were credulously received without hesitation as long as no one dared to or even could controvert them. It is the reluctance to surrender this power to Sci-

ence as much as the idea of her offering any opposition to theology that urges at least one body so obstinately to resist her advances. Nearer home the opposition rests more on the latter ground; and it will not be until the representatives of our theology can see and confess their false impressions of the meaning of the first chapter of Genesis that the doctrine of evolution can be hoped to make any great progress among them.

Let us briefly review their false positions. They first clung to the "six days of creation"; they found that they were compelled to surrender the idea, and immediately adopted the interpretation of *yom* signifying an indefinite period. Again, notice their readiness in adopting the theory of cataclysms and recreations, a second time to the detriment of Genesis, which furnishes no warrant for the idea; for even if six days be presumed to represent six cataclysms, geology furnishes no corresponding evidence. It was a pure fiction altogether. And even now they steadily oppose the doctrine of evolution. But surely as each stronghold of theology has been quietly taken by science—not so much by offensive attack as by undermining and leaving the edifice to crumble of itself—the tardy and ungracious capitulations hitherto offered only insure the ultimate surrender a matter of patient expectation. *A time will shortly come*, when the creative theory must succumb altogether and the doctrine (not the theory) of evolution will be as much recognized as a fundamental truth of science and theology as the revolution of the earth itself.

MORAL EDUCATION.

This belief in the moralizing effects of intellectual culture, flatly contradicted by facts, is absurd *a priori*. What imaginable connection is there between the learning that certain clusters of marks on paper stand for certain words and the getting a higher sense of duty? What possible effect can acquirement of facility in making written signs of sounds have in strengthening the desire to do right? How does knowledge of the multiplication table, or quickness in adding and dividing, so increase the sympathies as to restrain the tendency to trespass against fellow-creatures? In what way can the attainment of accuracy in spelling and parsing, etc., make the sentiment of justice more powerful than it was; or why from stores of geographical information, perseveringly made, is there likely to come increased regard for truth? The relation between such causes and such effects is almost as great as that between exercise of the fingers and strengthening of the legs. One who should by lessons in Latin hope to give a knowledge of geometry, or one who should expect practice in drawing to be followed by expressive rendering of a sonata, would be thought fit for an asylum; and yet he would be scarcely more irrational than those who by discipline of the intellectual faculties expect to produce better feelings.

This faith in lesson-books and readings is one of the superstitions of the age. Even as appliances to intellectual culture, books are greatly over-estimated. Instead of second-hand knowledge being regarded as of less value than first-hand knowledge, and as a knowledge to be sought only where first-hand knowledge cannot be had, it is actually regarded as of greater value. Something gathered from printed pages is supposed to enter into a course of education; but, if gathered by observation of life and nature, is supposed not thus to enter. Reading is seeing by proxy—is learning indirectly through another man's faculties, instead of directly through one's own faculties; and such is the prevailing bias that the indirect learning is thought preferable to the direct learning, and usurps the name of cultivation! We smile when told that savages consider writing as a kind of magic; and we laugh at the story of the negro who hid a letter under a stone, that it might not in future against him when he devoured the fruit he was sent with. Yet the current notions about printed information betray a kindred delusion; a kind of magical efficacy is ascribed to ideas gained through artificial appliances, as compared with ideas otherwise gained. And this delusion, injurious in its effects even on intellectual culture, produces effects still more injurious on moral culture, by generating the assumption that this, too, can be got by reading and the repeating of lessons.—HERBERT SPENCER, in *Popular Science Monthly*.

A WIND that moves but one mile an hour is scarcely perceptible, and has, according to Smeaton, a perpendicular force on one square foot of 0.05 of a pound. A gentle wind moves at the rate of four miles an hour, and presses one square foot, .079 of a pound. A pleasant gale moves from ten to fifteen miles an hour, and has a perpendicular force of from .492 of a pound to 1.007 pounds. A high wind moves with a velocity of thirty and thirty-five miles an hour, and has a perpendicular force of from four to six pounds avoirdupois on one square foot. A hurricane travels at the rate of eighty miles an hour, and has a force of 31.490 pounds per square foot. It is not difficult to comprehend from this table how mighty oaks that have stood for years are leveled in an instant, and paths made through the forest, where the stubborn undergrowth defied the power of man.

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BOARD OF EDUCATION.

SEALED PROPOSALS WILL BE RECEIVED BY the School Trustees of the eighteenth Ward, at the hall of the Board of Education, corner of Grand and Elm streets, until Monday, the 12th day of January, 1874, and until 5 o'clock P. M. on said day, for additions to the steam heating apparatus in Grammar School No. 49 on East 2nd street, between Second and Third Avenues. Specifications may be seen at the office of the engineer, No. 146 Grand street, third floor.

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dated New York, Dec. 26, 1873.

New York School Journal.

Office, 23 Park Row.

GEORGE H. STOUT, Editor.

NEW YORK, JANUARY 3, 1874.

TO SUBSCRIBERS AND EXCHANGES.

Hereafter we shall have no clubbing rates with other periodicals.

THE NEW YEAR.

With this week's issue the SCHOOL JOURNAL enters upon its Fourth Volume, and its conductors give a hearty New-Year's greeting to all its friends and patrons. The past twelve months, rich in the good works of educational training and development, not only in the United States but in all parts of the civilized world, and among the awakened people of the East, have added so much to the stores of popular knowledge, and have been marked by so many signal instances of thrift, progress and enlightenment, that the barest record of striking events would require much more space than we have at command. But it is not needful to do more than to revive the memories of a few of the triumphs which have attended the progress of the grand educational movements of the time. In this country, our great Colleges have been strengthened by munificent and timely gifts; our Academies have increased in numbers and in usefulness; our educators have been championed by the great body of the powerful secular press; our expansive system of Free Schools has won another long step forward by enlisting a still larger share of the attention and sympathy of our people—and it is not idle rant to say, in view of all these occurrences, that that which has been is to be regarded as only the forerunner of that which shall be. Progress is the order of the day abroad and at home; and it is the fundamental idea of the American system of government that national progress hinges upon and is guided by the rate of the nation's progress in the provision of ample facilities for the education of all classes of its people.

A year ago we wrote: "Our System of Popular Education will be complete only when the highest and the lowest classes of our institutions of learning shall come to be regarded but as parts of a harmonious whole, and when every child in the Union shall find an open door at which to enter, without distinction of sex or condition." The year which has just passed away has proved that the doors are gradually opening to produce the effect then foretold. Rich grants have been made by the living; liberal bequests for popular use have become eloquent monuments to the dead. States have been stirred to emulation by the wise efforts of distinguished teachers; schools have multiplied all over the land; the new Territories are fast ripening into the knowledge of the fact that education is the keystone of the bridge that is to carry us safely over the most troubled stream; our educators have become recognized authorities, sought for in Japan; known in Europe through the agency of the Exhibition at Vienna; cited in England, France, Germany and Switzerland; influential by tongue or pen, wherever education is regarded as the vital element of national power. The world gets on—and the American people are helping it to get on faster and better.

The SCHOOL JOURNAL true to the principles it was founded to support, has endeavored to mirror in its columns from week to week, during the year, all the notable signs of educational development and improvement. It has striven to show that education means something higher and nobler than the hum-drum and old-fashioned routine which contented our fathers in the earlier days of the Nation. It has tried to keep abreast with affairs—to be in full

and active sympathy with the important movements of the time. It has labored, conscientiously at least, to enlist in the cause of the Teacher and the Free School the regard and the active support of the masses of an intelligent people. It will continue to pursue the path it has followed thus far. It has met with the most gratifying tokens of sympathy—for all of which its conductors are profoundly grateful. It has had its full measure of success—and it is inspired with courage to go on in the work it has undertaken, resolved that no exertion shall be wanting to make its columns the reflex of all that is worth knowing in regard to the special field it occupies.

Once more, then, to all our friends, a HAPPY NEW YEAR.

DISCIPLINE IN SCHOOLS.

Pending a final decision by the Board of Education concerning the use of the rod in our public schools, it is useful to remember that the issue is not so much the actual reinstatement of the practice of corporal punishment, as the expediency of giving the teacher the power to act in a sudden emergency. It is the object of laws to prevent disorder. The taking of human life being adjudged by the law to be a crime punishable by death, is checked by the fact that such a law exists; forgery, theft, and all the crimes of the calendar, are made less frequent by the knowledge that penalty follows transgression. Hence it is a clear conclusion that if the principals of our schools are known to be possessed of the power to enforce discipline, the very fact of the existence of that power must necessarily act as an invisible check upon the spirit of insubordination. This conclusion is self-evident. It does not admit of argument. We believe that the authority to inflict corporal punishment upon rebellious pupils in our crowded public schools should be vested solely in the Principal, and that the Principals should be held to a strict legal accountability for the exercise of that power. There is no Principal of a Public School in this city who has not had a large experience in the government of large bodies of children—and who, consequently, has become a shrewd judge of human nature. Such men may be trusted with full powers to enforce obedience to essential rules. They will know when to use the rod, and when to abstain from its use; and it is no more than justice to give them the means of making their schools models of good discipline as well as models of sound learning.

We cite, just here, as the strongest argument that can be adduced in support of a judicious and well regulated system of corporal punishment in schools, a few pages from the report of the Committee on Teachers of the New York Board of Education in regard to this subject. The report states that the main points brought out by the investigations of the Committee are as follows:

First—Obedience to ordinary commands relating to the customary exercises of the classes is no longer prompt and exact—the time of teachers being wasted while waiting for careless and dilatory pupils to obey—so that the "drill" of classes in their ordinary movements and exercises has deteriorated.

Second—Obedience in matters calling for self-denial or submission of the pupils will to that of the teacher is seldom promptly secured, very frequently only after troublesome intercession of the parent, and sometimes not at all.

Third—Willful and defiant disobedience is much more common than heretofore, and manifestations of ill temper and ill manners much more frequent, thus showing a great falling off in the general tone of the pupils' manners and morals.

Fourth—Insolent behavior and sneering looks and remarks, and indifference and disrespect toward all school authority have greatly increased under the present system.

Fifth—Truancy is more frequent.

Sixth—Personal cleanliness, also the proper care of books, slates, and other school property, are not as easily secured as formerly.

Seventh—Gross disobedience in all sorts of matters, such as to require the interference of some authority external to the teacher, has greatly increased. This is a great evil, because the class teacher ought, in the eyes of the pupils, to be the fountain of authority.

Eighth—The defiance of parental authority, especially in cases of children with widowed mothers, has more than doubled. Many such boys, proving entirely beyond control, have drifted out of the schools into the street or work-shops, or private schools.

Here are convincing reasons, pithily set forth. We commend them to attention.

One more illustration we find in one of the latest educational monthlies which has reached our table during the past week—the *National Teacher*—which says:

It is no answer to assert that there are teachers who govern their schools efficiently without resorting to either corporal punishment or suspension. We are glad to believe that there are many such teachers, but, unfortunately, they are not sufficiently numerous to supply the schools. Horace Mann once said that if the angels of Heaven would come down and

engage in the work, they could govern any school in Massachusetts without striking a blow. The difficulty is the angels do not come down, and there are very few teachers that even approach the angelic standard. There are too many teachers who can only maintain their authority in school by occasionally supplementing their personal weakness by a resort to force. It is idle to say that such teachers should never be employed. They are in the schools and they will be there for some years to come, and this fact must be considered in legislating on the subject of discipline.

Here is a new feature in the case, which will ultimately enter into the general discussion, and we commend it also to the attention of our readers.

INSTRUCTION IN BUSINESS.

It is one thing to be "in business," and quite another thing to be in business in the right way. We suppose it is not a violent assumption to say that not more than twenty-five per cent of the men engaged in active commercial pursuits in this country wrest absolute success from long years of toil and honest effort—and why? The percentage ought to be larger; and it might be so, but for the single drawback which may be roughly defined as a lack of judicious training. It is apparently so easy to "jump" into the routine of business life that every second man in any community regards himself as eminently fitted to vie with the Stewarts, and the Clafins, and the Jaffrays; and every second man so deluded is disgruntled when he finds that the prizes of mercantile careers are very much less numerous than the blanks. There is no good reason why this percentage should not be increased. It can be increased by the simple process of—going to school. The young man just beginning his business career should understand that he is in need of Education. It is not the text-book that he needs, nor yet the wisdom of the lecturer on the College rostrum; but what he must have, if he is to be a "success," is the practical training which is furnished by the great and growing class of our educational institutions, which are commonly known as Commercial Colleges. These institutions are in private hands, conducted by private individuals, who have invested in them no inconsiderable amount of money, boundless enterprise, and a capital of hope and patience which ought to yield a bountiful harvest of profit; but the absolute value of this work to the great body of our people has yet to be fully recognized. Citing, as an example, the system of instruction pursued for many years past in Packard's Commercial College in this city, it is a matter of positive evidence that very many of our most successful business men have laid the foundations of their fortunes in the careful training they have received under this system. We note the fact, which is demonstrable, as an illustration of what may be done by well-directed efforts in a fruitful field. The success which has attended the enterprises of Mr. Packard and his associates is the best possible proof of the sagacity which devised, and the energy which has perfected, our whole system of commercial education.

The Library.

THE New York Underwriter prides itself on literary dignity and scholarly diction. Here is its pen portrait of one North, a life insurance agent, upon which evidently some extra heavy work has been done:

Imagine a square, well-knit, slightly-bent figure—height about five feet seven inches; age 54; complexion dark—schematic looking enough for a Jewish Rabbi or a Moorish Imam, albeit an earnest Christian Elder; raven black hair, silver-flecked, as an ebony warp white woofed; hair, full and thick, well covering the head, showing high sustained vital vigor; eyebrows dark, thick, strongly marked; forehead convex, well proportioned; eyes hazel, small, bright, twinkling, close set, eager, restless; nose prominent, thin, romantic; nostrils well curved; lips well cut, mouth small, compact; chin round, firm, full bearded; face oval contour; a good-looking, well-bred specimen of a Caucasian; in youth he must have been a handsome, bright, eager-looking boy; walk, short, quick, nervous, somewhat between the light tread of an anxious hospital nurse and the agile spring of an eager dry goods salesman. That step is to the man as the vibration of the pendulum is to the clock, the measure of his momentum, the visible expression of the inward pulse-throb of his nature, the ripple on the flood of his life, nothing sluggish there; the stream may be shallow, but the current is quick. As his walk so is his speech—quick, rapid, springy, sharp, interjective—recurrent as the rattle of small pebbles on a hard strand after a strong surf wave.

FILES.—We offer to bind files of SCHOOL JOURNAL, in good style, for \$2.25. Persons desiring bound files for 1872 must send their orders before the 10th inst., we furnishing the papers and binding at \$4.50.

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(From Prof. Agassiz.)

PENIKES ISLAND, August 16, 1873.

Dear Sir: I heartily congratulate you upon the success you have achieved in making drawing not merely an art, but also the basis of a comprehensive study of nature. What you too many regard as a plaything, is thus made the means of solid knowledge.

Hoping you may see your method widely adopted, I remain,
Yours truly,
L. AGASSIZ.

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WESTCHESTER SCHOOL CONTROVERSY.

In the Westchester school controversy, on Wednesday last, Judge Brady rendered a decision favorable to the Westchester school authorities. It will be remembered that the Board of Education of this city (the city being nominal plaintiff), sought to restrain the school officials of West Farms, including Mr. John B. Haskins, the President of the Board, from removing the fixtures in the old school building to the new, on the ground that the title to the latter was irregularly obtained through Mr. Haskins while a public official; that the expense of the building was excessive, the neighborhood unhealthy, and the location dangerous to the lives of the scholars by reason of its proximity to the Harlem Railroad. These facts were controverted by numerous affidavits, including those of Mr. Haskins and Judge Tappan, to the effect that the title to the property was legitimately and honestly acquired, and involved neither fraud nor pecuniary interest in any one participating therein.

In refusing the injunction, Judge Brady says:

I think the injunction should be modified. It may be said that there is no foundation for the proceeding, inasmuch as the plaintiffs do not yet own and are not entitled to possession of the property in relation to which this controversy arose; but I prefer not so to decide, inasmuch as in my judgment no disposition of the school-houses vacated, or of the school property not necessary for the new school buildings, should be disposed of or interfered with, except to preserve it. The Board of Education of this city should be allowed to succeed to it, and must do so when the annexation takes place and becomes a finality.

The material allegations in this case, on which the injunction was granted, are denied fully, and the denials are sustained, and it follows that the injunction must be dissolved, so far as it extends to the new school-house. The proofs submitted in answer to the plaintiff's case show that there existed a necessity for additional school accommodations—the selection of the site by the proper authorities—its propriety of location, and the ownership of the land by a person other than John B. Haskins, at the time negotiations were commenced for it and concluded.

The charges of fraud and complicity are therefore not sustained, and the application fails in that respect. Whether if such an element really exists in this case, it may not be available hereafter in the hands of the Board of Education in this city, it is not now necessary to declare.

I have this briefly, but under the pressure of other duties, as fully as I can, stated my conclusions.

Ordered accordingly, and injunction modified.

THE EDUCATION OF THE BLIND.

Those who have visited the New York Institution for the Blind will not need to be reminded of the excellent manner in which that institution is conducted—nor will they fail to recall the evidences of the quickness with which its unfortunate inmates seized upon every opening offered to them to become acquainted with the affairs of the world, of which they saw nothing but were eager to hear all. In *Home and School*, a thoughtful and enterprising periodical, of which we have heretofore had occasion to say a good word, we find the following paragraphs, from the pen of Mr. B. B. Hinton, which give the latest intelligence concerning the progress of the peculiar system of education suited to the use of the blind:

"Much has been done already, but to one who sees the possibilities of the future only the foundations have been laid. There has been much necessary pioneer work done, and in some of the States the schools for the blind are still little better than asylums, where more is done for the bodily comfort of the pupils than for their intellectual advancement. The position of Kentucky is among the foremost. Her Legislature has always been generous to the blind, and the school has been singularly fortunate in the character of the trustees that have had charge of it.

Any reference to the Kentucky school would be incomplete that did not refer to the disinterested labors in its behalf for over thirty years, in fact ever since its inception, of Dr. T. B. Bell, who was a member of its first Board of Trustees, is now President of the board, and has always given his time and labor to its interests without stint, without receiving or wishing for any other pay but the gratitude of his pupils, the esteem of his fellow-citizens, and the approval of his own conscience.

The educational appliances of the Kentucky school are many, and should be seen to be appreciated. These are seen to be largely increased by a fine collection of Anaximander models, for the purchase of which the last Legislature appropriated five hundred dollars, and which were kindly selected by Professor J. Lawrence Smith in his recent visit to Europe. The Trustees also contemplate establishing a kindergarten for the younger children.

There is, too, in close connection with the school, though under a separate organization, to allow the co-operation of other States, a printing establishment that is an honor to our State and country. The printing done here is superior in execution and finish, the paper is better, the binding more durable, and the price of the books much less than those that have been manufactured elsewhere. A case of books exhibited in Vienna received a medal of merit for their excellence. Rev. Dr. Stevenson, who came from Dublin to attend the meeting of the Evangelical Alliance, and who has been interested in his whole life-long in work for the blind, visited our school, and was surprised that here in our State, in a region of the country that he hardly believed was yet fully settled, he should find so noble a charity so wisely fostered by State benevolence.

Local School News.

TO CITY SCHOOL TEACHERS.—There are a number of schools and departments that we have not heard from in relation to their subscriptions for 1874. We hope the omission will be remedied without delay, and that every teacher in New York City who wants to subscribe for the JOURNAL the present year will send his or her name during the next week.

GRAMMAR SCHOOL No. 3.—The attention of the Board of Education is called to the fact that some forty children from New Jersey attend this school daily, while the children of residents of the Ward are turned away for want of class room to accommodate them. This school building ought to be enlarged without delay, so as to accommodate the wants of the growing and prosperous Ninth Ward.

THE Sunday Schools of St. Mark's Church, in the Bowery, celebrated the feast of Holy Innocents by a musical festival. There are some 900 children connected with these schools who, under the leadership of the gifted and enthusiastic amateur, Mr. M. T. Mygatt, sang a series of carols which greatly delighted all who heard them. Addresses were delivered by the rector, the Rev. Dr. Roylance, and by the Rev. Mr. McNulty. Mr. G. B. Hendrickson is Superintendent of the parish, and Mr. M. A. Gilbert of the Mission Sunday School.

A THOUSAND CORPSES TO BE DISINTERRED.—On First street, between First and Second avenues, stands Primary School No. 9. Ten years ago the edifice was used as a Presbyterian church, and on its being made over to the Department of Education and made a school-house, the graveyard attached to it was made a play ground for the children; a board flooring was laid on the ground, and the sons and daughters of the residents of the Seventeenth Ward for ten years past have disported themselves during the hours of recreation over the graves of the dead. In the basement of the school-house are two other play grounds used in wet weather. Under the floor is a cavity hardly large enough for a man to stand erect, and below this again are a number of vaults, all of which were entirely filled when the church became a school-house. It is estimated that the graveyard and vaults contain a thousand bodies. A new house of worship was built near by, and a part of the graveyard was encroached upon. In digging the foundations several coffins were cut in halves. The school trustees of the Seventeenth Ward recently decided that the site of a graveyard is hardly a desirable place for a school house, and it has become necessary, moreover, to erect a larger edifice, and application was therefore made to the Board of Health for permission to remove the bodies both in the graves and in the vaults beneath the building. The request was acceded to, and the work of disinterment will probably commence next week.—*Sun.*

Vox Populi.

CORPORAL PUNISHMENT.

Editor of the School Journal:
On more than one occasion, lately, I had written some lines on corporal punishment, intended for your valuable journal, but consigned them to my waste paper basket, this, perhaps, saving space in yours.

The strongest arguments against the rod are from teachers who have ruled well without it for years, but permitting corporal punishment need not prevent such teachers from continuing without its use, while it would strengthen their non-punishment influence by showing that such a course is a matter of choice rather than necessity. It would also assist others in following that example, for every good teacher has most of the pupils in his classes (when not all) under such moral control that they never require corporal punishment, and he will naturally extend that state of discipline to all when rendered possible by previous good training. But no reasonable person will deny that, in some cases, the rod is the readiest, most effectual, and least cruel of severe remedies. If any school is without cases requiring it, they are sure to be found in another.

The teacher should, however, be taught the use of the rod as the surgeon was that of the lancet—this use, not the abuse. A little judicious lancing in time often averts the necessity of severe or dangerous operations afterwards; so with the use of the rod. But sending a pupil to the principal for chastisement is not the thing needed. By this the teacher loses the moral effect such punishment should have on his or her training. The pupil receives it mechanically—altogether corporal, apart from moral—engendering enmity against what he would call the "tell-tale teacher," who dares to do it himself, while the principal—pity him!—becomes the public executioner. Can he, from mere report, measure the amount of punishment the several cases require? The most he will be able to do practically is to punish because a boy is sent to him. I admit, however, that all teachers should not, at present, be entrusted with unlimited control of the rod, therefore would suggest that a teacher, feeling it to be his or her duty to resort to corporal punishment in the public schools, should request the presence of the Principal or Vice-Principal, and only in such presence administer it.

This even is too formal a proceeding, and should be dispensed with when a certain experience in teaching is attained. The young teacher would, however, by it learn the judicious use of that sometimes necessary article.

Respectfully yours,

M. LONO.

OUR LETTER BOX.

BOHEMIAN.—A correspondent inquires of us as to the origin of the term "Bohemian," as applied to a certain class of scribes. The word has been perverted from its original meaning into a cant term, intended to designate the "men about town" in great cities, who live by their wits—leading a nomadic life, like the gipsies, who are called in the French language *Bohemiens*; men (and sometimes women) who "live by their wits," having no settled employment nor recognized station, but content to drift with the tide, improving fortune when "a good thing" comes in their way, and making the best of adverse circumstances. Journalists, artists, dancers, pseudo-authors, come under this general classification. New York abounds in specimens of this character, as every newspaper editor knows to his sorrow—and in London and Paris the same is prolific. In the latter city, Henri Marger, a famous wit and author, always impetuous and always uncertain but brilliant, was the type of the Bohemian, and he is generally recognized as the chief of his class.

G. N. RATCLIFF, Salisbury, Mo.—Money orders received. Your offer to act as agent is accepted. Deduct ten per cent. from future remittances for your commission.

GENERAL INFORMATION.

—Use Uncle Sam's Cough Cure, twenty cents a bottle, for coughs, colds or any throat trouble.

J. JOHNSON & Co., of Grand and Broome streets, are selling a large assortment of fine diamonds and watches, etc., at panic prices. Make a call.

The Exhibition building at Vienna is not to be destroyed, but is to be converted into a permanent museum and palace of industry.

—Work given out at advanced prices to pay for first-class sewing machines on installments. Instruction free. D. P. Pond & Co., 142 East Eighth street, and 21 Astor Place.

BEWARE OF COUNTERFEITS.—Use Brummell's celebrated Cough Drops. The genuine have A. H. B. on each drop. General depot, 410 Grand street, New York.

—Good second-hand and misfit carpets a specialty at 112 Fulton street, corner of Dutch. Entrance in Dutch street. All sizes, good patterns. Call and save money.

—Do not use liniments to cure rheumatism, and thereby produce organic diseases of the heart, when a dose or two of Freigh's Remedy, sold by all druggists, will effectually eradicate the cause from the system.

Pianos, at Merrill's, for rent or sale, cheaper than ever. Prices to suit the times. The expense need not frighten you. Seeing will be believing. You know the place—No. 8 Union Square.

—Rupture can be cured without suffering. Elastic Trusses are succeeding all others. Before buying metal trusses or supporters, call or send for a descriptive circular to the ELASTIC TRUSS COMPANY, 683 Broadway, New York.

There is a good chance offered in another column for a private teacher to purchase a piece of real estate at very low price, for the purpose of a private school.

Now is the time to go to the minstrels. Cinderella (in black) or the Glass Slipper is the most remarkable force that has been on Bryant's programme for some time. Now is the week of vacation. Go and have a good laugh.

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STORIES ABOUT OLD SCHOOL TEACHERS.

Mr. G. Harper, writing in the December number of the *Wisconsin Journal of Education* on "Public Education, Past and Present," and contending that the opening of a new year is a fitting time to review our methods of instruction, "points a moral and adorns a tale" by reciting the following passage of his personal experience, which are certainly good reading:

MY FIRST PRECEPTS

was an old widow lady, about seventy years of age, who kept a small "primary" in her own hired house situated in an obscure street in one of the towns in the northern part of the island. In another street, not far distant, was another elementary school of a similar character, kept by an old peninsular veteran, a very old man, blind of an eye and with but one leg, the other having been left on the bloody field of Talavera, in Spain. He enjoyed a small pension, the most of which was spent on strong drink. My old lady was not much of a scholar, but she did not need high qualifications, her most advanced class in which she took especial pride only "professing" the New Testament. But her reputation rested chiefly upon her being mighty in the alphabet, and teaching the children "good manners." He was, indeed, a dull scholar of whom she could not make a tolerable reader of the *Gospels* or *Acts*, provided the old lady had him long enough under her tuition. She practiced in her schools a system of rewards and punishments, the former consisting of sugar cane, etc., (of which she seemed always to have a large supply on hand) and the latter of confinement for half an hour at a time or so, in the little dark cellar where she kept her coal and other fuel. For gross inattention to lessons, she was wont to decorate the head of the offender with a veritable *fool's-cap* made of paper with curious devices pasted on the outside of it. To us little fellows, the ceremony of putting it on, while the offender stood upon the table, was solemn and imposing; and then would follow a dread silence, during which the boldest held his breath, and a coming of lessons after such an event that produced a highly salutary effect upon the school. In her line of business, this old lady might well have been called "the girl of the period," for there were many like her who then taught school, and in her own neighborhood she was universally admired for her skill and success.

AN OLD MAN

In the same town, who for many years enjoyed the reputation of being an excellent disciplinarian and successful teacher—a reputation which was acknowledged for a mile at least around the spot where he taught his little school. In many respects he was no unrepresentative of the village schoolmaster, so happily described by Goldsmith in his "Deserted Village." Well do I remember the day on which, in company with several older urchins, I joined that never-to-be-forgotten institution of learning. As we drew near a confused noise of many children's voices, above which arose, loud and clear, the deep and awe-inspiring tones of the "genius loci," greeted the ear, and almost induced me to take to my heels and run back home. But on the assurance of my companions that "Black Peter," as he was called, would not *spank* me at least the first day, I took courage and went in with the crowd. We happened to be late that day, and while the others had to stand up and receive their *pandies* for tardiness, I was motioned to a seat. As I sat down, I inwardly regretted that, in an evil hour I had left the old lady's school and foolishly ventured into the lion's den. The noise and apparent uproar was quite deafening. The system pursued in this school seemed to be the *monitorial*, the bigger or more advanced pupils instructing the smaller ones. To one unused to such noise it was quite bewildering, although after a while one thought nothing of it. I soon became *monitor*, and spent the half of each day with a long wooden pointer in my hand, and a cardboard on the wall in front containing words of one syllable, while a crowd of unwashed boys, a year or two younger than myself, formed the members of my class.

At his elevated desk, for the greater part of the day, sat "the minister," surveying, with the eye of a general on a review-day, the lively throng before him, and issuing, from time to time, his emphatic commands. Only now and then, when his legs got stiff, would he slowly raise himself and descend from his elevated seat to stretch his fat knees. Then we all wished him back, for Black Peter's keen eye took in everything at a glance, and there was no fooling of him. If he found a boy inattentive but for a moment, or looking round, he would pounce upon him in an instant and give his ear such a lively *pinch* as was not likely to be forgotten at least that day. On the wall beside him, usually hung, for show, the dreaded *tawse*, of which he generally carried a duplicate in his pocket. This, which em-

braced all his *apparatus* for teaching, consisted of a leather strap about two and a half feet long by two or three inches wide, with four or five wicked-looking fingers cut at the ends to make it sting better. When a scholar who happened to be tolerably near his desk was found misbehaving, the master would roll his strap up in the form of a ball and throw it at the offender, who would have to pick it up and then creep up unwillingly to the tribunal of justice to receive his deserts. The precision with which the strap was thrown by the practiced hand of Black Peter was rather astonishing.

This teacher was a man of mark, and one long to be remembered by his scholars—a representative man, as Emerson would call him, of time, before Normal Schools existed or Teachers' Institutes were heard of. In fact he was

A COMPLETE EPITOME

of the whole art of teaching in one volume, adapted to the time and circumstances in which he lived. Physically at least, he was a man of presence—of no great perpendicular altitude, but of wondrous circumference of body—in eastern phrase, there was a good "Sabbath day's journey" round him. His school, which was monitorial and simultaneous in its method, was a "noisy progressive" and no mistake; and like the stormy petrel he seemed to delight in the element of noise. I remember one day the circumstance of a new scholar coming to join us accompanied by his father. The school was at the time in a pretty lively state of activity, and the stranger began to stare around him with a bewildered look, when the bland and smiling teacher complacently observed in his ear: "You see, my good friend, we are no just in *trim* yet, but if you'll bide a wee, I'll warrant you'll hear a sough!"

I will give another specimen of old-style and old-world teachers. I remember, when I was a child some six or seven years old, being frequently patted on the head and receiving a blessing from a very reverend looking man, a minister of the gospel in the neighborhood where I lived. All the children loved him, and when they saw him afar off, with heads uncovered, to receive his benediction of "all good boys." It was said that when twenty he did not know his letters. He was by birth an Irishman, a man of great size and stature, and was endowed by nature with a superior mind. Working for years as

A DAY LABORER,

after a while he made enough money to rent a little store consisting of two small rooms, where he sold oatmeal and flour. Very fond of books and study, he soon became scholar enough to think of starting a school in connection with his store, his business work occupying half his time, and so he put over the store a sign painted by his own hand—"Provisions sold and school taught, by James Kyd." And, in a year or two, such was his success at school teaching that he concluded to go out of the provision business and devote all his time to the instruction of the young. Then he took down the old sign-board, and put up a new one—"Kyd's English Academy." Time passed on, and the Academy flourished amazingly, and an assistant was hired as usher. The second sign was now found to be scarcely comprehensive enough for the branches taught, and it also was condemned and taken down, while in its place appeared one more appropriate as a frontispiece to the ever prosperous and growing institution which it so fittingly advertised—"Professor Kyd's English and Mathematical Academy." In after years, this aspiring pedagogue became a famous divine and a Professor of Hebrew in a college. He was likewise a distinguished religious controversialist, and once, when debating with a Roman Catholic priest, the latter happened to say that he couldn't see the weight of the doctor's argument. The latter, taking up a big pulpit Bible which lay open before him, and hurling the ponderous volume at the priest's head, thundered out: "Thou blind leader of the blind, if you don't see its force, I'll make you feel it!"

CIVIL RIGHTS AND FREE SCHOOLS IN VIRGINIA.

A correspondent of the Cincinnati *Commercial* writes from Richmond, Virginia, under date of Dec. 23:

The public free schools of Virginia have only been in operation three years. Last year there were 100,000 scholars taught in them, nearly half of whom were colored children. The system, at first unpopular, has steadily grown in public favor, until now no politician or office-seeker aspiring to place dares say he is opposed to it. To do so would be to court certain and sure defeat. But the civil rights bill, which seems likely to pass Congress after the Christmas recess, menaces it with absolute destruction. If that bill passes, mixed schools are considered almost inevitable; those who think that the negroes will not seek admittance to the white schools, do not know the race as we do. The whites of Virginia pay nine-tenths of the taxes, and for years to come will not consent to mixed schools, or to give up schools they are paying taxes to support, to the sole use of the negroes. The consequence may be, after that bill passes, not one dollar more will be appropriated by the State, by the cities or by the counties, for their maintenance. The Constitution of the State sets apart one-fifth of the property tax and all the poll tax for this object, but, as I understand, the money can not be drawn from the treasury without Legislative enactment.

But there may be one legal way to prevent mixed schools, even after that bill passes—that is, to require all children of a city or county, who desire to enter free schools, to report in person to the School Superintendent, or some deputy of his, to be assigned to schools according to grade, &c. The Superintendents for the next six years will be Conservatives, and they can take care to assign no black children to white schools, and *vice versa*. If there is legal objection to this plan (and many think there is), I don't know what we can do. I am satisfied that the actual creation of mixed schools will break up the public free school system in Virginia, and in all the other Southern States where the whites control.

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5 c. per day in 1 y. is 20; 10 y., 250; 20 y., 500
25 c. per day in 1 y. is 400; 10 y., 4,000; 20 y., 8,000
13 c. per day in 1 y. is 200; 10 y., 2,000; 20 y., 4,000

Total	\$205,320.33
Amount due depositors	\$210,553.49

Surplus	\$10,776.84
Amount due depositors JANUARY 1, 1873	\$41,634.02
Amount on hand and on deposit	\$1,160,363.78
Amount on hand and on deposit	\$1,160,363.78

Business of the Sixpenny Savings Bank from January	
1 to December 1, 1873	
Receipts	\$4,395,137.83
Payments	\$4,160,363.78
Balance	\$234,774.05

Number of accounts opened Jan. 1 to Dec. 1873	6,219
Number of accounts closed	4,736
Increase	1,483
Total number of accounts opened since orga-	
nization	70,179
Total number now opened	30,418
Number accounts opened to July 1873 to Jan. 1	
1873	10,368
Number accounts opened from Jan. 1, 1873, to	
Jan. 1873	20,708
Gain	\$2,482
Amount on JANUARY 1, 1873	\$112.30
Amount on December 1, 1873	\$2,594.40
Gain	\$2,182.10

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DEPOSITS made now draw interest from January 1st.

By order of the Board of Trustees.

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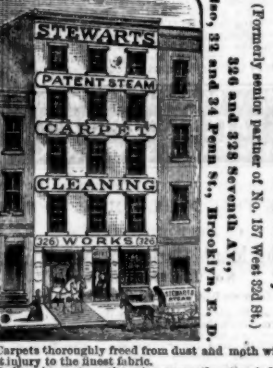
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